

SOUTHEND HIGH SCHOOL FOR BOYS



RECRUITMENT PACK
For Learning Support Assistant
(fixed term contract until 17/12/21)



Message from Dr Robin Bevan, Headteacher

Since September 2007, I have been delighted to serve as Headteacher at Southend High School for Boys. Every day is rewarding. I enjoy being a part of this school and helping to shape our future. Please look at our website – it will help give you a sense of our values, offers an insight into the vibrant activity that fills each week.

At Southend High School for Boys, talent is nurtured and learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Pupils are happy, and prosper at the school.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through an extensive programme of support and guidance. Pupils develop their confidence and enthusiasm through a wide range of creative, sporting and other endeavours.

Southend High School for Boys stands on a superb site within walking distance of Prittlewell Station and the centre of Southend. Pupils retain fond memories of their years at the school, and stay in contact for many years.

Our school preserves values and traditions from the past, and prepares pupils through a contemporary curriculum for the world of tomorrow.

"Contemporary traditions: one with future and with past"



Information about the school

Southend High School for Boys (SHSB) is an 'Outstanding' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective 'grammar' schools within Southend. The main school, years 7 to 11, is single sex boys with 180 in each year group. The large sixth form, with 400 A-level students, is mixed with over 100 girls.

The school is thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge. There is 'an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school' (Ofsted 2015). Talent is nurtured, learning is valued, challenge is welcomed, participation is expected and achievement is prized.

The school is recognised as a welcoming institution, with an open and friendly approach, where outstanding behaviour is elicited through fostering mature relationships. Pupils spend seven years at Southend High School for Boys: the influence of the school across that time can be significant in determining the life trajectory for each individual. Our vision is to set them on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society – often in the role of leaders. Pupils learn what we teach, but more significantly they learn by how we teach.

Southend High School for Boys is a creative and pioneering teaching community. In 2006 we became a Leading Edge school. This accolade gave recognition to our programmes for improving learning and for encouraging innovation. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research and gives time allowances and subsidies for this. Over a third of our staff have achieved higher degrees during their time with us. We regularly support other colleagues in other schools, having been designated as a regional research hub in 2019, and have a wide ranging professional development programme.

We were the first secondary school in the Eastern counties to receive the Challenge Award and the first in the world to secure a fourth accreditation, in recognition of our provision for the highly able learners. Assessors in the report commented: "Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life."

Our values are reflected in various accolades including being recipients of the EQualities Award, pioneering work in this field, as well as being a Fairtrade institution and a Pupil Premium Awards winner.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others: our activities range from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

We are proud of the fact that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross country and athletics and have won over 20 national titles in the last 10 years. Likewise our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions.

The pupils on roll benefit from specialist facilities including a modern Sports & Music Centre and Drama Studio. Members of staff are encouraged to use the sports facilities and as such a number use the gym. A dedicated Maths building was completed in 2011 and 2018 saw the completion of our new Hitchcock building which contains a state-of-the-art library, additional teaching space and pastoral offices.

The main school's admission number each year is 180, split into six forms of 30. The present teaching staffing complement is 67 full-time equivalent, with 49 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one hour periods per fortnight, the school day running from 8.30am -3.30pm



10th September 2021

Dear Applicant

Post: Learning Support Assistant (fixed term contract)

Thank you very much for viewing this recruitment pack. The school and governing body are committed to providing a high quality service so that every child fulfils his or her potential. We recognise that this can only be achieved through the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.

The governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore, that the following information is of help to you in deciding whether to apply for this post. If you are unclear about any aspect of the application procedure, please do not hesitate to contact us on recruitment@shsb.org.uk

Applications will only be accepted on an application form (lone CV's are not accepted and will not be considered). CV's may be submitted **in addition** to the application form in order to supply additional information. Southend High School for Boys application form is located on our website www.shsb.org.uk

Please return all completed applications by midday on **Friday 24th September 2021** to recruitment@shsb.org.uk
The interview date will be emailed to those shortlisted.

Any response will be by email; therefore, please include your contact email address together with an email address for referees where possible. To save on administration costs we do not ordinarily confirm receipt of applications.

If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria listed in the person specification, please contact us to discuss whether a reasonable adjustment can be made.

Please note that we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from us within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

We wish you all the best with your application.

Yours sincerely

Robin M Bevan
Headteacher



SOUTHEND HIGH SCHOOL FOR BOYS

JOB DESCRIPTION

Southend High School for Boys is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

Title of Post:	Learning Support Assistant
Grade:	Scale 4, point 6 (within a range of 6-7)
Responsible to:	Headteacher, Class Teacher, SENCo
Purpose of Job:	<p>To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.</p> <p>To provide support to pupils in a particular curriculum area across the school or to support pupils with Special Educational Needs, eg, severe learning, behavioural, communication, social, sensory or physical difficulties</p>

Details of the post

This post will have a contract for as long as the EHC Plans provide the level of funding required *and* whilst the child(ren) remain at the school.

Duties and responsibilities

- Provide particular and skilled support to pupils with Special Educational Needs, e.g., autism, severe learning, behavioural, communication, social, sensory or physical difficulties **OR** provide particular and skilled support to all pupils in a particular learning area (e.g. ICT, National Curriculum subject)
- Work with individuals or small groups of children under the direction of teaching staff
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Establish positive relationships with pupils supported
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Support pupils with activities which support literacy and numeracy skills
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- Promote the inclusion and acceptance of children with Special Educational Needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.

- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher
- To support learning by selecting appropriate resources/methods to facilitate agreed learning activities
- To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- To supervise pupils for limited and specified periods including break-times when the post holder should facilitate games and activities
- To assist with escorting pupils on educational visits
- To understand and apply school policies in relation to health, safety and welfare
- To liaise with parents in supporting pupils
- To assist with the preparation of relevant documentation e.g. EHC Plans, ISPs, PSPs, other documentation, under the guidance of teaching staff and the SENCo
- To devise strategies to help pupils' learning and behaviour
- To supervise pupils removed from the classroom
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times

After training there may be occasions when you will be required to assist pupils with their individual care programmes which may include some physical manipulation in the form of physiotherapy

You may be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description, in consultation with you, may be changed by the head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

School Benefits:

The successful candidate will be eligible for the following benefits upon commencement of employment:

- Auto-enrolment into a contributory pension scheme (TPS for teachers and LGPS for support staff)
- Free on-site parking
- Access to excellent catering facilities when the kitchen is operational
- Free use of the sports facilities



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PERSON SPECIFICATION

Experience	<ul style="list-style-type: none"> Recent experience working with secondary age children (D) Experience of record keeping and assessment (D)
Qualifications	<ul style="list-style-type: none"> Good literacy and numeracy skills (E) NVQ Level 3 in learning support or equivalent qualification (D) Good general standard of education – GCSE or equivalent (E) Successful completion of training in particular/specialised learning/Special Educational Needs area (D) Induction training for teaching assistants (D)
Knowledge & Skills	<ul style="list-style-type: none"> Basic knowledge of first aid (D) Understanding of child protection policies and procedures (D) Knowledge of relevant codes of practice and school policies (D) Working knowledge of ICT to support learning (E) Particular knowledge of specific curriculum area (E)
Aptitudes	<ul style="list-style-type: none"> Work effectively as part of a team and contribute to group thinking, planning etc. (E) Effective time management (E) Build rapport with adults and children (E) To be flexible (D) Follow instructions accurately (E) Use own initiative and work independently (E) Excellent communication skills with adults and children, verbally and in writing (E) Motivate, inspire and have high expectations of pupils (D) Creative approach to problem solving (D) Ability to adapt quickly and effectively to changing circumstances/situations (E) Work calmly under pressure (E) Committed to personal and professional development (E) Ability to critically evaluate own performance (D) Awareness of, and commitment to, equalities issues (E) Ability to record and assess pupil progress/performance etc. (D)

***D – Desirable**

E- Essential

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.
5. Any relevant issues arising from a short listed candidate's references will be taken up at interview.



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KEY INFORMATION SHEET

For Learning Support Assistant

This sheet sets out the key information for any candidates applying for the post of Learning Support Assistant.

Please read this information carefully and retain this sheet for reference during the application process.

Application process:

Applicants must complete the application form and submit it to the school by no later than 12.00 on the closing date of 24th September 2021.

All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process:

Applications will be ranked against the person specification for the role.

All shortlisted applicants will be subject to a face to face interview with the selection panel.

Shortlisted candidates:

The school will only contact shortlisted applicants and therefore if you have not received any communication from the school within 4 weeks of the closing date, your application has not been successful on this occasion.

Prior to the interview date referees may be contacted to request references on all shortlisted candidates. Please ensure that you have given consent for your referees to provide a reference to avoid delays.

The school may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school.

Interview date:

Interviews will be held at Southend High School for Boys.

Further information and school visits:

Applicants who require further information or would like to visit the school should contact the HR Manager via recruitment@shsb.org.uk or telephone 01702 606208.

Key Information for candidates regarding terms and conditions

Fixed Term Appointment

This appointment is for a fixed term (immediate start) to 17th December 2021 due to short term resource requirements. The appointment may cease with statutory notice prior to the end date given.

Hours per week: 20

Initial working pattern: Wednesday, Thursday, Friday. There may be some flexibility regarding working days.

Working weeks per year: 39

Holiday entitlement:

The successful candidate will work during each week of term time including non-pupil days.

Holiday will be deemed to be taken during school closure periods. There is no entitlement to take holiday during term time.

Pay

This post is paid on Scale 4, point 6 (within range 6-7). The full time pay range for this Scale is £19,698 to £20,092 per year and so the actual salary for this part-time post will be £9,087 per year. These figures include the holiday pay entitlement for someone with less than 5 years' service.

Employees are paid monthly in twelve equal months per year.

Probation

All individuals new to employment with the academy will be required to satisfactorily complete a six month probationary period.



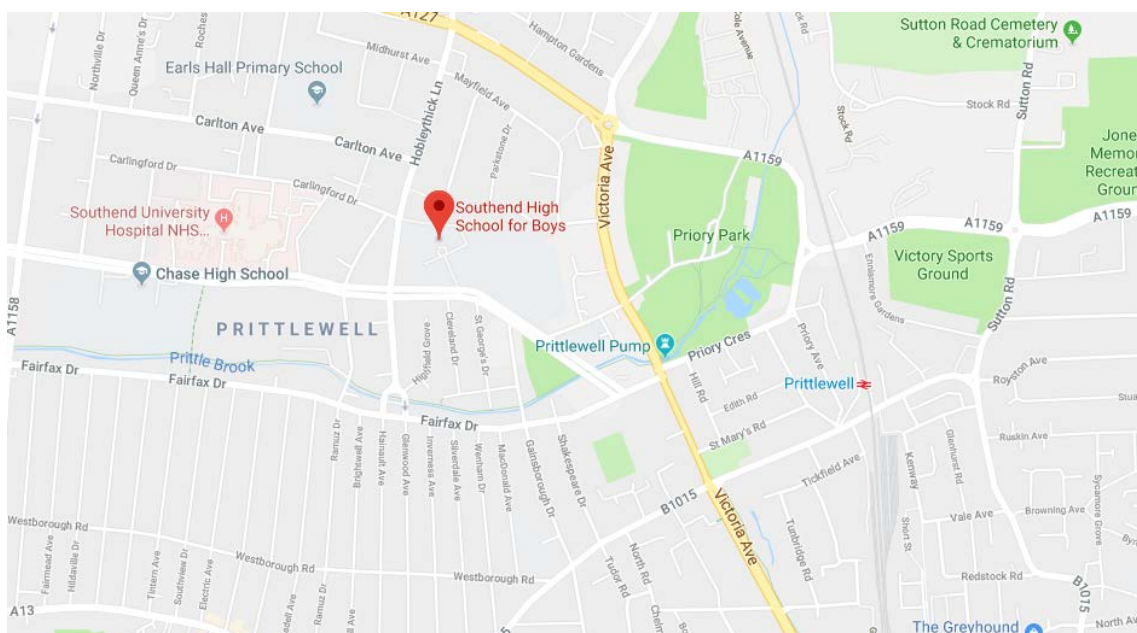
SOUTHEND HIGH SCHOOL FOR BOYS

OUR LOCATION

Southend High School for Boys is situated in the heart of Southend On Sea, a resort town on the north side of the Thames Estuary in Essex, southeast England, 40 miles east of central London.

Southend is home to the longest leisure pier in the world (at 1.34 miles) and it is serviced by a small train and has a museum at its shore end. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views.

Southend originally consisted of a few fishermen's huts and farms at the southern end of the village of Prittlewell. In the 1790s the first building, around what was to become the high street, were completed. In the 19th century Southend's status of a seaside resort grew after a visit from Princess Caroline of Brunswick and Southend Pier was constructed.





SOUTHEND HIGH SCHOOL FOR BOYS

RECRUITMENT AND SELECTION POLICY STATEMENT

1. The Governing Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - receipt of satisfactory references
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school

- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.



SOUTHEND HIGH SCHOOL FOR BOYS

PRIVACY STATEMENT

This Privacy Notice explains how we collect, store and use personal data about all school staff (including applicants for employment vacancies).

For the purposes of Data Protection legislation Southend High School for Boys is the Data Controller and responsible for the personal data collected about you.

Personal data is information about you from which you can be identified.

The categories of information (disclosed during the recruitment process or at any stage during employment) that we process include:

- Personal information (such as name, address, contact details, employee or teacher number, national insurance number, address history and proof of identity)
- Bank details and other financial information
- Education, qualifications and professional achievements
- Special characteristic information (such as gender, age, ethnic group)
- Contract information (such as start date, hours worked, post, roles and salary information)
- Absence information (such as number of absences and reasons)
- Safeguarding checks (including DBS number)
- Relevant medical information (including physical and mental health and access requirements)
- Disciplinary related matters
- Information about you from a previous employer or an educational establishment which you have previously attended during the recruitment process
- Trade Union membership
- Job performance including career progression
- Car details

Why we collect and use workforce information

Workforce data is essential for the school's operational use and the majority provided to us is mandatory, although some of it is requested on a voluntary basis. In order to comply with GDPR, we will inform you, at the point of collection, whether you are required to provide certain information to us or whether you have a choice.

We rely on having a legitimate reason to collect and use your personal information and to comply with our statutory obligations, and carry out tasks in the public interest.

We use workforce data to:

- a) Fulfil our duty of care towards our staff
- b) Provide employment services (e.g., payroll, pension payments and references)
- c) Facilitate safe recruitment
- d) Monitor absence and enable leave payments (e.g., sick pay, maternity leave, paternal leave)
- e) Enable ethnicity and disability monitoring
- f) Enable the development of a comprehensive picture of the workforce and how it is deployed
- g) Inform the development of recruitment and retention policies
- h) Inform financial audits of the school and allow better financial modelling and planning
- i) Inform national workforce policy monitoring and development

Under the General Data Protection Regulation (GDPR), Article 6, the legal basis we rely on for processing personal information is to fulfil contractual obligations and other legitimate interests. These are:

- **Consent:** an individual has given clear consent to process their personal data for a specific purpose
- **Contract:** necessary for a contract with an individual or specific steps required before entering into a contract
- **Legal obligation:** necessary to comply with the law
- **Public task:** necessary to perform tasks that the school is required to perform as part of their statutory function
- **Vital interests:** to keep children safe and protect your vital interests or someone else's
- **Legitimate interest:** necessary for legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data. The school relies on legitimate interest for most of the processing of your data. Specifically the school has a legitimate interest in:
 - looking after your welfare and development and the welfare and development of others;
 - safeguarding pupils;
 - staff recruitment;
 - management planning and forecasting, research and analysis, including that imposed or provided for by law (such as diversity or gender pay gap reporting);
 - financial transactions and reporting e.g., payroll, national insurance, pensions;
 - to give and receive information and references about past, current and prospective staff;
 - to monitor (as appropriate) use of the school's IT and communications systems, and for security purposes, CCTV and photo ID;
 - to carry out, or co-operate with, complaints, disciplinary or investigation processes;
 - to facilitate the efficient operation of the school;
 - to obtain appropriate professional advice and insurance for the school; and
 - ensure all relevant legal obligations of the school are complied with.

In addition, under Article 9 of the GDPR we will, on occasion, need to process special category personal data concerning health, racial or ethnic origin, political opinions, religion, trade union membership, sexual orientation or criminal record information, in accordance with rights or duties imposed by law. We rely upon reasons of substantial public interest (equality of opportunity and treatment, to protect the vital interest of any person where that person cannot give consent, legal claims or medical treatment).

Storing workforce information

We hold data securely for the set amount of time shown in our data retention schedule and only for as long as we have a legitimate and lawful reason to retain it. The legal recommendation for personnel files is 6 years after cessation of employment. However incident reports and safeguarding files are kept much longer, in accordance with specific legal requirement. For more information on our data retention schedule and how we keep your data safe, please visit our website.

Personal information that is no longer needed, or has become inaccurate or out of date, is disposed of securely. We will shred or incinerate paper-based records and override electronic files. We may use an outside company to safely dispose of these records.

Who we share workforce information with

We routinely share this information with:

- Government authorities (e.g., the Department for Education (DfE), HMRC and local authority)
- Service providers (e.g., Essex County Council for HR services, payroll, Essex Pension Fund and occupational health)
- Disclosure and Barring Service (DBS) (e.g. during recruitment checks or a referral)
- Teachers Pensions
- Professional advisers (e.g., insurers, lawyers)
- NCTL (e.g., during recruitment checks or a referral)
- OFSTED
- UK Border Agency if employed under Tier 2 or Tier 5 to comply with our duties as a sponsor

- Sodexo if part of the child care salary sacrifice scheme. Details are provided only to the extent necessary for vouchers to be provided
- Medical practitioners in the case of an emergency

We will share personal information with law enforcement or other authorities if required by law.

Personal data collected by us will, for the most part, remain within the school, and be processed by appropriate individuals in accordance with access protocols. Particularly strict access applies in the context of medical and safeguarding records.

The school is under duties imposed by law and statutory guidance (including Keeping Children Safe in Education) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This is likely to include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as LADO or police.

Some of the school's processing activity is carried out on its behalf by third parties, such as cloud storage providers. This is subject to contractual assurances that personal data is kept securely and in accordance with the school's specific direction.

Your data will not be transferred outside of the European Economic Area.

Why we share school workforce information

We do not share information about our workforce members with anyone without consent unless the law and our policies allow us to do so.

Our Local authority

We are required to share information about our workforce members with our local authority under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments.

Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our school employees with the DfE under section 5 of the Education (Supply of Information about the School Workforce) (England) Regulations 2007 and amendments and sections 113 and 114 of the Education Act 2005.

All data is transferred securely and held by the DfE under a combination of software and hardware controls which meet the current [government security policy framework](#).

The workforce data that we lawfully share with the DfE through data collections:

- informs departmental policy on pay and the monitoring of the effectiveness and diversity of the school workforce
- links to school funding and expenditure
- supports 'longer term' research and monitoring of educational policy

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. For more information please visit: <https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request to see your personal information, contact the HR Manager via email amanda.lane@shsb.org.uk to arrange a time.

You also have the right to:

- object to the processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed

Depending on the reason for using your information, you may also be entitled to:

- have your information transferred electronically to yourself or to another organisation
- object to decisions being made that significantly affect you
- object to how we are using your information
- stop us using your information in certain ways

We will always seek to comply with your request however, we may be required to hold or use your information to comply with legal duties.

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance either with the HR Manager (amanda.lane@shsb.org.uk) or our DPO (dpo@shsb.org.uk).

Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>